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The Tugers of Wrath and the Horses of Instruction

(Bruce Dearing's Gettysburg Address)

My somewhat fanciful title, in case you have not identified it, comes from one of Blake's Proverbs of Hell: "The tygers of wrath are wiser than the horses of instruction." As one who has read both Undertanding Poetry and The Heavenly City of the Eighteenth Century Philosophers, I am of course quite prepared to explicate. But before I undertake to show that the figure is pertinent and not merely fanastic, I shall complicate the issue by enlarging the metaphor, notably to include another item of academic fauna; the learned pig. Wordsworth, in one of his rare flashes of humor in The Prelude, speaks of The horse of knowledge, and the learned pig"; Blake in another fragment offers the excellent advice "Give pensions to the learned pig."

The beast fable has lost much of its pungency in this mechanical and metropolitan era (witness the relative impact of Orwell's Animal Farm and his later and better received 1984. Nevertheless, these figures call up, at least for me, some striking images. One presents a way-backed old drudge, wearily plodding a dusty towpath — a slave to a syllabus, and to accumulated baggage of yellowed notes. His object is merely to "cover material," not to uncover ideas and emotions. have even heard it seriously proposed in faculty meeting (though happily not by a professor of English) that a change in the college alendar was not feasible since so many required courses demanded recisely fifty-four meetings to be adequately taught. It is the horse, we remember, who submits to wearing blinders. Another panel ofters the willing horse, saddled with minor administrative tasks, and oaded with overgrown sections of freshman composition and what re all too aptly described as "lower level" courses. I have known lepartments which rather boasted of their "workhorses." At best, the foughnhum ideal in education, as elsewhere, is sober, industrious, and of unexceptionable morality; but he is unimaginative, and vastly full. The horses of instruction are sturdy fellows, but the spirited arabian who crieth Ha-Ha!

null. The horses of instruction are sturdy fellows, but the spirited arabian who crieth Ha-Hal in the battle is not the one Blake presents to our minds.

And now, the learned pig. I envision him in his ivory sty, snuffling n porcine satisfaction over the accumulations of a lifetime of neglecting students in literature in favor of studies in literature. Though ome instructors may have no choice but to substitute instruction or teaching, it is most often the established professor who can aford so brazenly to profess, rather than to teach. I have never felt hat our graduate schools are so full of learned pigs as has been harged, but I confess I think there may be a few.

Then the educator (or educationist, as his bitterest enemies style him) — what is his appropriate symbol in le mythe animale? Perhaps he monkey, if we consider him as head functionary in the eternal inkering with the course program. Perhaps the maze-rat, if we consider his preoccupation with techniques and things (visual aids, revolutionary workbooks and the like) — his touching faith that if only we an hit upon the right avenue and the appropriate procedure, we can wold the electric shock, and win through to the tempting grain. If we consider him in his solemn and unapproachable administrative aspecity, perhaps it is the great ape.

Having dismissed the instructorial horse, the learned pig, and academic rodents and anthropoids as unworthy ideals, it remains to be clearer about the tigers we are bidden to imitate. And here lies a langer more serious tham mere dullness and ineffectuality. We must ake care that we hunt with tigers of our own stripe, and not with the abre-toothed variety from the steppes. In our championship of ideas, our passion for the true and the beautiful rather than the merely accepted and acceptable, we must be careful not to plunge into a tranghat has been cunningly laid for us. I refer to the widely held belief that colleges and universities are hotbeds of communism and other forms of subversion. The mere fact that we know s

And on our side, now. It has probably not escaped your notice that considerable number of the college teachers whose names have en linked, rightly or wrongly, with communist activity or sympathy ve been teachers of English. Are these instances only accidental, have they meaning?

I think we may seek some significance. As teachers of Literature we are conditioned to familiarity with a wide range of ideas. We are trained to an ostensibly unprejudiced hearing of all who are genuinely articulate. As teachers with a professional sensitivity to language, we are revolted by its abuse for transparently partisan purposes. We applaud the brilliant exposes of the wayward press by A. J. Liebling in The New Yorker. We gladly accept as enemies the loudest demogogues and the most maliciously fallacious of the syndicated columnists. This much, it seems to me, is all to the good.

However, I wonder if we do not sometimes forget that we are not really unprejudiced. Actually, most of us admit to a strong romantic strain — it is one of the factors that landed us in this profession in the first place. Literature continues to be, among other things, a chronicle of human struggle — against fate, circumstance, authority, the system. As Americans, as poets, as romantics, our sympathies are all with the underdor. underdog.

of human struggle — against fate, circumstance, authority, the system. As Americans, as poets, as romantics, our sympathies are all with the underdog.

Moreover, reinforcing our constitutional predispositions toward rebellion are our perennial discontents. We have little reason to be delighted with the average salaries of teachers in an inflationary economy. Too few of us can afford the rent on an ivory tower, and scurrying to meet our taxes and bills conduces little to that detachment which is the making and the hallmark of the scholar. There are many temptations to take ill-considered stands on issues for which we have much feeling and little information. In this we are not different from our fellows in other segments of society — it is only that we at least pretend to know better, and that as intellectuals — a group which is always suspect — we are in an exposed and easily prejudiced position.

For these and other reasons, I submit, individual teachers and students, and their organizations, are subject to use or outright capture by the principal power for subversion now abroad in the world. Also, there is the persistent feeling on the part of some of our colleagues that legally constituted guilt is somehow irrelevant or not binding if dishonorable motives figured in the process of establishing such guilt. The great muddying of the waters which attended the most recent cause celebre is familiar to you all.

What is to be done? How are we to be tigers of wrath without recommending ourselves to the attention of the Attorney General?

By bringing important ideas into the open, I think, and examining them critically. Danger arises not from ideas, but from doctrines. Salvation is to be sought not by insulating the teacher or the standing them critical science. Most of us have learned long ago that beginning students in literature would far rather discuss their own half-baked notions, rather than attend to an idea as expressed through form in a work of art. That is, they find it easier to consider the race question

We must not forget the value of language and literature in providing tools and materials for thought, as well as for the expression of thought. The sparse furniture of the average mind is too well attested by the current level of the press, the radio, movies, and television And these media are hardly likely to raise themselves soon by their own ersatz bootstraps.

Still less is the answer to our problem the substitution of indoc trination for education. There is no need for us to become overly propagandists for private enterprise and "The American Way," and against all things in any way associated with Soviet Russia. We need only to serve well and truly our Christian and Humanistic traditions of legitimate inheritance. Lenin, you know, who was no Christian and no humanist, wrote a book of Pedagogics which outlined the role of the teacher in the communist state. Among the quotations presently enshrined in the Soviet schoolroom are these:

(Concluded on p. 2. cols. 3-4.

(Concluded on p. 2, cols. 3-4)

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in

THE CEA CRITIC

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Fall NECEA Meeting Emerson College, Oct. 27

Wallace Stevens Chap Book

John Henry Newman has somewhere observed that it is a charwhere observed that it is a characteristic of what is a good in itself that it is also productive of good. The Mount Holyoke conference of the NECEA (April 28, 1951), under the leadership of regional CEA president Alan van Keuren McGee, has brought this observation to mind. Not only was it in itself superlatively successful. also yielded a rich harvest for the future.

The Chap Book supplement to THE CEA CRITIC for October is notably illustrative. It is an address "Two or Three Ideas", which Wallace Stevens prepared especially for the occasion. We are indebted to Norman Pearson for his debted to Norman Fearson for his characteristic alertness and tactful initiative in helping to make the piece available for Chap Book publication: and to the author himself for graciously extending the privilege of publication to the THE CEA CRITIC.

William van O'Connor, executive editor of the American Quarterly, who, at the spring meeting of the who, at the spring meeting of the Chicago CEA presented a thorough and thoughtful paper on Stevens' "Thirteen Ways of Looking at A Blackbird" (just about the time when Mr. Stevens himself was talking at Mount Holyoke), has helpfully reminded us that Stevens' collected critical pieces are appearing this fall in hook form with ing this fall in book form, with the title The Necessary Angel (Knopf). The September issue of (Knopf). The September issue of PMLA carries, as its opening article, "Wallace Stevens: The Life of The Imagination", by Roy Harvey Pearce.

Change Along the Charles

The Boston Daily Globe for Sept. 21, 1951, carried an illustrated fea-ture article by Frances Burns, who captioned the piece "M.I.T. Puts Humanities on Par With Science." The opening paragraph reads: "While the Mid-Century appears to be the day of Science and Engi-neering over most of the world, the institution with the longest tradition of purely professional lead-ership in the country is shifting this fall to a new emphasis on the Humanities."

Miss Burns goes on to report:
"The new Dean of Humanities
John E. Burchard, ranks with the
deans of Engineering, Architecture, Science, and Planning. Students are not only being required to take a wide selection from history, economics, psychology, and philosophy, and English literature and writing, but they have many new electives in this field from which to choose."

Harvard College opened its 316th year with the new general educa-tion program compulsory for all freshmen for the first time. This step marks the third basic change in curriculum in the last 100 years, according to news releases.

One of the results of this change is the abolition of English A, the writing course for freshmen since 1885. It has been replaced by General Education A, a new course that will center on written discussions of problems raised by studies in the three main fields of humanities, social sciences, and natural sciences. sciences.

Dearing's Gettysburg Address ... (Concluded from page 1)

"Teaching cannot be divorced from the politics of Farty and State."

"Teachers must become bold and militant propagandists of the great communist idea of educating the new man."

Stalin, in turn, has added:

"Education is a weapon — the effect of which depends on who controls the weapon, and at whom it is intended to strike."

These are hardly dicta which this group will wish to accept and implement. We must above all remain teachers, and not propagandists; our proper function in a free society is the education of thinking individuals, not the indoctrination of complaisant citizens. We must maintain a practicing faith in the ancient truths embodied in the humanities, and not embrace one heresy as a means of combatting another. And in practicing this faith, we must sometimes risk being thought dangerous to be quite sure that we are not, in fact, merely harmless.

There is a new stereotype of the college professor which seems to

practicing this faith, we must sometimes risk being thought dangerous to be quite sure that we are not, in fact, merely harmless.

There is a new stereotype of the college professor which seems to be gaining currency. In certain anti-Administration newspapers, for example, a standard symbol of the present Administration is a caricature of a loon-faced academic in tattered gown and absurdly slanted mortar-board, usually cross-eyed and buck-toothed, and frequently adorned with an unkempt Bolshevik beard. Embossed on his brief case of course, is a hammer and sickle. It was bad enough to find the cap and gown presented, as once it was, as a badge of well-meaning folly, it seems worse to have it stand, in anybody's mind, for a kind of folly that is very near to treason. It is up to us to resist intimidation by irresponsible demogogues; it is no less incumbent upon us to avoid giving a color of plausibility to their insinuations by taking ill-considered and emotionally biassed stands on explosive issues.

We are, alas, in a war — a war in which the Korean battleground is only the most unmistakable one. In that war which is likely to last a long time — at least the decade predicted by Secretary of Defense Marshall — teachers in the humanities have an inescapable responsibility. That responsibility is not, as I have heard some argue, to maintain an "island of sanity" in a turbulent world, or to husband our little light in the hope of rekindling some future generation. It is not to vegetate in monkish seclusion, piqued at being abused and misunder stood. It is rather to serve passionately our old ideals — to teach by example and fruitful study, to feel humanely, to think clearly and subtly, to speak and write boldly and tellingly.

We may justly recall those lines spoken by Henry V before Harfieur:
"In time of peace there's nothing so becomes a man

Harfleur:

"In time of peace there's nothing so becomes a man
As modest stillness and humility;
But when the blast of war blows in our ears

But when the blast of war blows in our ears
Then imitate the action of the tiger."

Perhaps we need more rending and devouring in the classroom
and study, and less rumination. The time calls not for hacks nodding
along dusty towpaths, but for tigers prowling in the jungles of the
world; not for stamping and blowing in the stall, but for making influence felt by fang and claw. And if we chance to be out of practice
we may reflect that the blunt herbiverous tooth has dripped blood

before now!

"The tygers of wrath are wiser than the horses of instruction!"

Let us not instruct; let us not profess; let us not educate; let us not indoctrinate; let us teach!

nate; let us teach!
(Bruce Dearing is past president, Penn. CEA)
Washingon, D. C.

CEA Secretary: Field Report

Past: speaker, annual meeting, Rhode Island Association of Teach-Rhode Island Association of Teachers of English, University of Rhode Island; commencement speaker, Classical High School, Springfield, Mass. (favorably noticed, editorial, Springfield Sunday Republican); graduation speaker, Hopkins Academy, Hadley, Mass.; participant, International Consultation on University Education, colo Norway, speaker, consultant. Oslo, Norway; speaker, consultant, plenary session chairman, Annual Conference, World University Service, and member, annual WUS Assembly, Aas, Norway (member, committee on election procedures, committee on 1951-52 budget allocations; re-elected member-at-large, WUS General Assembly); humanistic and general education stressed in series of weekly articles, Springfeld Sunday Republican (July-Sept.); attended program planning meeting, fall conference, NECEA, Emerson College, Boston. Comment by Clarence I. Chatto, headmaster, Springfield Classical High School, concerning June address: "I believe that it has really strengthened our case in retaining sound college prepar-ation and in strengthening the curriculum at Classical High School.

Future: luncheon speaker, Rocky Mountain MLA meeting, October 19-20, Boulder, Colorado (Dr.

Stuart Cuthbertson, president); speaker, same meeting, session on "Teaching of English" (Dr. Keith Case, chairman); Virginia - North Carolina CEA meeting, Nov. 17, University of Richmond, Na.

University of Richmond, Richmond, Va.

While in New York, discussed regional and national CEA matters with Thomas Marshall (Western Maryland); Andrew J. Walker (Georgia Tech.) Howard Vincent and S. K. Workman (Illinois Tech.), Nathan Starr (Rollins); H. Blair Rouse (Emory); J. Gordon Eaker (Jersey City Junior College; Carl Bode (Maryland); Werner Beyer (Butler); Curtis Dahl (Wheaton); F. Cudworth Flint (Dartmouth); Vincent Fremark (Wesleyan); Muriel H. Hughes (Vermont); Thomas Mabbott (Hunter); Francis E. Mineka (Cornell); Elizabeth Nitchie (Goucher); Lewis Leary (Duke); James M. Osborn (Yale); J. Max Patrick (Queens); Normas Holmes Pearson (Yale); Helen W. Randall (Smith); Rene Wellek (Yale); Stephen A. Larrabee; Haskell M. Block (Queens); Wayne C. Booth (Haverford); Instead (Yale); Stephen A. Larrabee; Haskell M. Block (Queens); Wayne C. Booth (Haverford); Ina Beth McGavock (Trinity U.); Au-try Nell Wiley (Texas State Col-lege for Women); Margaret Let Wiley (East Texas State Teachers College); Florence R. Scott (U. of So. California), and others.

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I'VE BEEN READING
J. GORDON EAKER, Literary Editor 217 Audley Street, South Orange, N.J.

Victorious Brow

The Meaning of Shakespeare, by Harold C. Goodard. (The University of Chicago Press. Pp. 696. \$6.00)

Harold C. Goodard. (The University of Chicago Press. Pp. 696. \$6.00)

This posthumously published book reveals a Shakespeare variously speaking in each of his works, dramatically disclosing the precarious state of Order which Chaos constantly threatens. It is part of the new effort to see the poet whole by catching him "on the slant": an effort the late Caroline Spurgeon started by her clue of Shakespeare's imagery and, by another avenue, continued by G. Wilson Knight whose apocalyptic insights of Shakespeare as an agonizing soul attaining peace through the public projection in plays of his private harrowings seemed to rescue the Bard from the fragmentations of historical, textual, and dramatic scholars, critics, and producers.

Perhaps a more exact title would be "What Shakespeare Means to Me" but the substitution would be misleading because it suggests solipsism. In The Meaning of Shakespeare the late Dr. Goddard contributes the results of his prolonged reading, brooding, and interpretations of Swarthmore undergraduates. His book is the college teacher's (as distinguished from the university researcher's) Shakespeare. It is also indispensable for the general reader and is indeed, primarily addressed to him. The title is purposefully ambiguous. It "means" at least three things: (1) the unity of Shakespeare's mind displayed consistently and cumulatively (however variously) in the total work; (2) the genetic evolution of that mind in its contacts with the immediately destructive nature of his medium, the theatre, whose demand for the illusion worked for evanescence; and (3) the saying significance of the Shakespearian experience for present-day readers in our contem-

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WILLIAM W. APPLETON

WILLIAM W. APPLETON
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effects on English literature and
art, A Cycle of Cathy also illuminates the history of SinoEuropean relations. "... very
learned ... a delight to read. It
contains a great deal of out-ofthe-way information; its illustrations are as diverting as the
text." —Manchester Guardian
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ER, Literary Editor

South Orange, N.J.

porary distresses, fears, and prospects of horror.

The author's method demonstrates the unity, or "integration", of Shakespeare's mind. This he defines as "...the integrity of Shakespeare, by which I mean the psychic interdependence of those works and their consequent power to illuminate one another." By a bold bit of detective acumen, Dr. Goddard locates in the poems and plays those foci which seem to yield the Sphinx's "secret". Employing techniques of depth-psychology, he offers a genetic view of Shakespeare's evolving consolidations of insights, in the continued fluidities of immanent Chaos, through a kind of "psychological entelechy" discoverable in embryo in the early poems and sonnets, and worked out deviously in an oscillatory series of dramatic diversions. A striking by-product of this is a radically challenging conception both of the plays themselves and of the principal characters of the major ones. (For instance, beneath the apparent differences of Prince Hal, Brutus, and Hamlet is the concept of a soul facing force, each troubled by what to do and each differently behaving.)

This Protean view is made plausible by a discussion resting upon a psychological theory of creative expression through the kinetic evolution of a conception of character altering, through modification, from play to play. It supplements the exclusively historical interpretation in T. W. Baldwin's Organization and Personnel of the Shakespearean Dramatic Company.

Dr. Goddard's book is bound to disturb. Though it abandons Dowpany.

Snakespearean Dramatic Company.

Dr. Goddard's book is bound to disturb. Though it abandons Dowden's convenient charting of the Bard's four stages of development and the convenient correlation of the plays with events in his life, it retrieves and re-states Dowden's vision of the transcendent poetplaywright in Mind and Art of Shakespeare with an insight and amplitude of reference lacking in Dowden. It defers to Bradley's Shakespearean Tragedy but calmly ignores Bradley's presuppositions based on an Aristotelian theory of tragedy. It bravely refutes E. E. Stoll's heavily documented notion of "art and artifice" as a clue to account for the peculiar structure and texture of Shakespearian plays, magnificiently filling the vacuum resulting from Stoll's scepticisms of interpretations of the meet himself scepticisms of interpretations of the poet himself.

the poet himself.

But it is also an enriching book. The general reader and the college explicator of Shakespeare (not exclusively committed to any rigidly restricted mode of understanding or interpreting Shakespeare) will be stirred to a transformed mind, with new insights and a fresh impetus to re-consider Shakespeare in the acted poems themselves. It is a timely contribution of Ameris a timely contribution of American loyalty to Shakespeare to the Festival of Britain, revealing the aptness of Arnold's lines:

"All pains the immortal spirit must endure, All weakness that impairs, all griefs which bow, Find their sole voice in that victorious brow."

WILLIAM S. KNICKERBOCKER

Fist Through the Wall?

Willard Farnham, Shakespeare's Tragic Frontier. Berkeley: University of California Press, 1950. Pp. 290.

Pp. 290.

Few scholars in the last half century have contributed more to our understanding of Elizabethan drama and its backgrounds than has Professor Willard Farnham. His latest work, a study of Shakespeare's final tragedies—Timon of Athens, Macbeth, Antony and Cleopatra and Coriolanus—is an extremely welcome addition, and one which readers of his earlier Medieval Heritage of Elizabethan Tragedy (Berkeley, 1946) have long hoped for.

The book is based upon a cen-

The book is based upon a cen-tral thesis which, if not universal-ly accepted, will certainly afford much scope for discussion. Shakesmuch scope for discussion. Shakespeare's tragedies are divided into three groups: an early experimental group which includes Richard III, Titus Andronicus, Romeo and Juliet and Richard II; a middle group which includes Julius Caesar, Hamlet, Othello and King Lear; and the final group which forms the subject of the volume and which he names Shakespeare's "tragic frontier." "tragic frontier."

"tragic frontier."

In the second group of plays Shakespeare, says Farnham, offers us a tragic world in which a noble hero comes to destruction because of a single tragic flaw. The heroes of these plays are naturally good men whose inclinations are toward the good, but they are seduced by evil through ignorance, and they perform evil deeds in spite of their better selves. "Evil comes to have a dramatic character such as it has in the Medieval Moral play."

The plays of Shakespeare's "tra-

has in the Medieval Moral play."

The plays of Shakespeare's "tragic frontier" differ from these. The heroes have none of the essential goodness of those of the earlier group. They are all "deeply flawed"; they are not seduced by evil, but instead willingly embrace it in order to gain selfish ends. There is no struggle between good and evil in these later plays. We do not even have the need for villains. The admiration which the reader does experience at times lains. The admiration which the reader does experience at times towards these characters "tends to be tempered by a knowledge that it cannot easily be explained." In offering these characters as tragic heroes, Professor Farnham holds, Shakespeare is experimenting in a world where tragedy comes close to not being tragedy at all.

Teachers will find in this volume many new insights to offer their students.

Ohio State Univ.

BATTLE OF THE WORDS

BATTLE OF THE WORDS
akespeare (not exted to any rigidly of understanding Shakespeare) will be transformed mind, as and a fresh impairer Shakespeare to the sims themselves. It ribution of Amerchakespeare to the ain, revealing the di's lines:

e immortal spirit of that impairs, all that impairs, all that impairs, all the woice in that row."

S. KNICKERBOCKER Emerson College

Folk Songs on Records

Folk Songs on Records
... I wonder where Joseph W. Hendren, writing the "Scholar and the Ballad Singer," CEA CRITIC for February, 1951, finds all those "reactionaries who refuse to part company with the time-honored literary notion—the 'Child ballad' point of view." He might take a look at folklore journals for the past 20 years, especially articles by R. H. Bronson, of Berkeley, and the International Folk Music Council Journal. He might even stoop low enough to squint at my Folksongs on Records, issue 3. Now you see why I started this letter.

REN GRAY LUMPKIN

BEN GRAY LUMPKIN Univ. of Colorado Boulder, Colorado

Folkeongs on Records (Issue 3, May 1950) lists and criticizes 4,000 traditional folkeongs on commercial and Library of Congress records, with a special list of notable records and albums issued during the last two years. Over forty collectors and authorities contributed valuable suggestions, Issue 3 is cumulative, containing all essential material in issues 1 and 2... Issue 2 was favorably received in THE CEA CRITIC... Price \$2.00 a copy, postpaid. Order from Folksongs on Records, 851 18th St., Boulder, Colorado. For the book and library trade, order from Alan Swallow, Publisher, 2679 South York, Denver 10, Colorado.

William A. Miller, director, announces that the Syracuse University Press is extending its list of publications. Its program is not to be restricted to Syracuse faculty, and it hopes to have contributions from the faculties of many institutions as well as non-academic persons. Manuscripts submitted to the Editorial Committee will be given careful consideration. Prospective authors are invited to discuss plans for new manuscripts with the Syracuse University Press. Address: 920 Irving Avenue, Syracuse 10, New York.

THE WORLD THROUGH LITERATURE

Edited by CHARLTON LAIRD

This volume offers a collection of fifteen critical essays on the or inteen critical essays on the world's literatures written by international scholar-critics in each field. The book may be used independently in world lit-erature courses or as supple-mentary reading in English and American literature courses. An introduction, selected hibliographies, and footnotes accompany the text, 490 pp, plus index.

Appleton-Century-Crofts 35 West 32md Street New York 1, N.Y.

I'VE BEEN READING (Cont. from p. 3, Col. 4)

Go West, Young Man!

"The Literature of Western America," by Levette J. Davidson appeared in The Western Humanities Review V (No. 2, Spring, 1951), pp. 165-173. The article concludes thus:

Critics may contend that the West has not yet produced "pure poetry" or "absolute beauty" in prose works worthy to stand as equals with the great books of the world. This may be granted without argument. Western American scholars, at least, should declare their literary independence of such outmoded examples of scholarship and criticism as that of Barrett Wendell and his kind, who faced Eastward—back to "the old home" in England—waiting for foreign approval and for accepted models to follow. They should, certainly, examine their regional literary expressions for whatever of informapressions for whatever of informa-tion, understanding and beauty-such works may possess, instead of scornfully rejecting them un-read Where could one find a larger and a less worn-out garden to cul-tive critically than that containing the literature of Western America?

The Essential Samuel Butler. Selected with an Introduction by G. H. D. Cole (Dutton, 544 pp., \$3.75) -There is a wizardry about Butler's rationalism to one who has tasted his satire in The Way of All Flesh and Erewhon. And since Butler's works are extensive and hard to buy, one is grateful for having the "essential" Butler brought into one volume by a scholar who knows him as well as Mr. Cole does, "England's foremost scholar - economist - author." Also, there is something about an anthology that gives one a new perspective on an author. Perhaps this one at least justified the London Times Literary Supplement in devoting its front-page article on March 17 to Butler. One is referred to that excellent article for a good estimate of what Butler's thought is worth to-day on Christianity, Darwinism, heredity, the machine age, and other modern questions.

J. GORDON EAKER

At Cornell, an eight-week sum-At Cornell, an eight-week summer seminar on psychological problems of language helped articulate the field of study called "psycholinguistics." Psychologists and linguists attended from five universities. The seminar was under the auspices of the Social Science Research Council. Prof. John B. Carroll, psychologist, of Harvard University was chairman. versity, was chairman.

The use of language, according to Dr. Carroll, involves a process of "encoding", or putting specific meaning into words, and "decoding" or understanding, these words. Linguistic science analyzes the "code" itself, he says, while psychology studies the speaker's in-tentions, "what he wants to say", and what the "code" means to different persons.

Complexity, Not Greatness

Poetry Explication: A Checklist of Interpretation since 1925 of British and American Poems Past and Present, by George Arms and Joseph M. Kuntz. The Swallow Press and William Morrow & Co., 1950. Pp. 188. \$3.00.

It has now become a common-place to say that the "return to the text" is the outstanding event in the pedagogical practice, if not in the literary history, of recent years. Foremost in this movement have been the work of the New Criticism, the texts of Cleanth Brooks and Robert Penn Warren, and, notably, the publication of a and, notably, the publication of a little little magazine, The Explicator, by George Arms, J. P. Kirby, L. G. Locke, and J. E. Whitesell. For nearly ten years this little pamphlet has appeared monthly with a half dozen or more concise explications in each issue. With the steadily increasing number of explications in other scholarly journals, we now have available an impressive number of close studies of the works of the important British and American writers.

This material has now been assembled in a volume which every teacher will want to own. Poetry Explication, by George Arms and Joseph M. Kuntz, begins with a brief history of explication, particularly its development in America, and a careful analysis of its various aspects. It is defined as the examination of a work of literature for a knowledge of each part, for the relation of these parts to each other, and for their relation to the whole." The Introduction just touches the fact that explication has been a controver-sial issue,—as earnestly opposed as it has been championed.

This checklist indicates the in-This checklist indicates the influence of the New Criticism since 1925. What poets have been most extensively explicated? The order, beginning at the top, shows the following number of pages of entries (there are about a dozen entries (there are about a force). tries (there are about a dozen entries on a page) per poet: Eliot and Yeats 9 pages each; Keats and Donne 6; Wallace Stevens 5; Shakespeare, Shelley, and Wordsworth 4; Browning, Blake, Coleridge, Hardy, and Housman 3; about two pages for Auden, Crane, Diskinson, Frost, Hopkins, Marabout two pages for Adden, Orano, Dickinson, Frost, Hopkins, Mar-vell, Milton, Marianne Moore, Poe-Ransom. Robinson, Tate, Pope, Ransom, Robinson, Tate, Tennyson, and Whitman; and with entries covering a half page or less (from one to seven items) are Chaucer, Spenser, Arnold, Herbert, Sidney, Swinburne, Emerson, and Longfellow.

These proportions indicate that there are fashions in explication and also that complexity has attracted more explication than greatness—a fact which is not necessarily lamentable.

CHARLES C. WALCUTT Queens College Flushing, New York

A New York Times front page article (Sept. 24, 1951) carried the following caption: "College Rolls Drop 250,000 as Financial Worries Mount". It reported that the American institutions of higher learning have 2,250,000 students on their campuses—a 10 per cent drop from last year's figures.

Notations for the Record

For use within his organization, Walter Ryan, manager of the College Division of the American Book Company has had copies made of the comments, pro and con, on Prof. Ralph Allen's English Grammar which appeared in THE CEA CRITIC for March and May, 1951.

Margaret Lee Wiley, secretary-treasurer, Texas College Confer-ence of Teachers of English, re-minds us that at least one high school in Texas has subscribed to THE CEA CRITIC. To which we reply: a worthy pioneer effort; a worthy example to be followed.

CEA member Sam Golden, of Dublin, Ireland, passed through Amherst this summer, and called to meet the CRITIC editor. The latter was out of town, so he un-fortunately missed Mr. Golden's en-thusiastic comments. But it sets him up to know that our publication is warmly received across the Atlantic as well as here at home.

Alvan S. Ryan has been appointed associate professor in the new general education curriculum at Notre Dame. He writes that, dur-ing the summer, Ed Foster (Georg-ia Tech) and his wife visited the Ryan farm near Brattleboro, Vt. The Fosters, and the Ryans joined forces to see the local Fourth of July fireworks display. Another evening they discussed portions of a forthcoming book by Ed, who, according to Al, "gave us lots of local lore we hadn't known about."

Albert Madeira, formerly at Smith College, and Director of the CEA Bureau of Appointments, is now teaching at the University of Massachusetts, and is as eager as ever to find openings for the 130-add Bureau registerate. odd Bureau registrants.

S. I. Hayakawa will lecture at MIT on Tuesday, November 6. He is available for further engagements in the area. He may be reached at 1356 Hyde Park Blvd, Chicago 15, Illinois.

Notice of the first edition of Sir Arthur Quiller-Couch's now famous The Oxford Book of English Verse complained: "Of the making of many anthologies, it would seem, there is no end." And the same appraisal (which appeared in The Saturday Review for December, 1900) said of the editor: "We are unable to satisfy ourselves that he has comprehended the greatness of his task."

In spite of the cool reception given to it by the Saturday Review, the Oxford Anthology after fifty years had gone through

twenty-one printings.

Heaviest contributions to the Anthology are the following: Shakespeare (forty-one poems); Herrick; Wordsworth; Milton; Browning Keats; and Walter Savage Landor. Commenting on the appearance of Landor's name in this group, Mr. Herman W. Liebert, of the Grolier Club has explained: "Landor is a good poet for anthologies. Most of his poems are very short."

CEA at English Institute

Reuben A. Brower (Amherst), whose Fields of Light has just been published by the Oxford Press, and who was speaker at the Mount Hol. yoke meeting of the New England CEA, presented a paper, "The Heresy of Plot", at the 1951 Eng. lish Institute.

James M. Clifford (Columbia), prime mover in establishing the In-stitute, brought the greetings of

George Arms (New Mexico), member of the executive committee of the English Institute, was direc-tor of its 1951 sessions on "Explication as a Critical Method."

Francis Fergusson (Princeton), one of the speakers at the Mount Holyoke conference of the NECEA, gave a paper on "Macbeth and the Imitation of an Action."

Norman Holmes Pearson, vice-president NECEA, read a paper on "Problems of Literary Executor-ship—with Implications."

John P. Kirby (Randolph-Macon) gave an explication of Pope's "Rape of the Lock" in the sessions on "Explication as a Critical Method"; and W. K. Wimsatt, J. (Yale) concluded the series with a paper on "Explication as Critician". paper on cism."

Allen T. Hazen (Columbia), Helen W. Randall (Smith), William K. Wimsatt, Jr., and George Arms are members of the executive committee of the English Institute, while James M. Osborn (Yale) was its 1951 chairman,

Thomas Copeland (Chicago), Howard Vincent (Illinois Tech), and Elizabeth Nitchie (Goucher) made up the 1951 Nominating Committee for the Institute.

Charles Cooper (Whittier College) has a book forthcoming called Arts and Humanity, useful in esthetic courses.

Elizabeth the Woman, a novel by Amanda Ellis (Colorado College) has been published by E. P. Dutton and is being widely noticed.

Ernest E. Leisy (So. Methodist) has returned to Texas after a glorhas returned to Texas after a giorious cultural junket in Europe. He lectured in Vienna from March to the end of June. Then, after "cooling off" in Switzerland, he spoke on American literature in all the principal cities of West Germany (at Information Centers). He writes: "It was a fine experience and gave me a better conception of Germany." He reports that CEA is flourishing in Texas.

William B. Stein, formerly at Princeton, is now assistant professor at Washington and Jefferson. He has been reviewing books in American literature for THE CEA

Frederick Gwynn (Penn State) is, for 1951-52, visiting assistant professor and Carnegie intern in general education at Yale (301 W. L. Harkness). His "The Morning After" appeared in THE CEA CRITIC for Sept. 1951.

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Near-Fatal Blemish

To speak out loud and bold about a near-fatal blemish in Willa Cather's monumental Paul's Case is almost lese majesty. Yet perhaps other readers have been disturbed too by what must be considered an artistic flaw imperiling the effect of this massive story. The story purposes two interdependent themes: (1) the tragedy of a sensitive youth stifled by a civilization allowing no play to the dramatic emotions; (2) the incidental warning that he who loathes one extreme may well destroy himself in another. Paul's Case purports, thus, to be a tragedy; by a totally unnecessary and inartistic error, it comes close to defeating this aim.

Madness is not a tragic theme. It is pitiful or unfortunate or disgusting; but as Shakespeare knew in Hamlet and Lear the theme of lunacy cannot itself constitute a tragedy. In certain unrequired passages Miss Cather has made Paul a madman, not just an overly sensitive boy. Only because, having pictured him as insane, she then proceeds to ignore that approach and to return to her main current of narration, is the story saved. But surely it is unfortunate that she indulged in those passages which state that Paul is mad, not nor'-nor'-east, but all directions of the compass. Here are some of those lines:

". . . he had always been tormented by fear, a sort of apprehensive dread. . . . Until now, he could not remember a time when he had not been dreading something. Even when he was a little boy, it was always there - behind him, or before, or on either side. There had always been the shadowed corner, the dark place into which he dared not look, but from which something seemed always to be watching him. . . ."

By this Miss Cather may have sought to indicate Paul's acute imagination and fancy; but to see objects in corners about to spring upon one is more than sensitive fancy. This is paranoic hallucination. This is a terse statement of clinical insanity. Rather than quote the obvious parallels, I shall cite but two references which utilize almost precisely the same type of description — for an explanation of the "phenomena of insanity." See, for example, Bernard Hart's The Psychology of Insanity, 1929, p. 30; and John J. B. Morgan's The Psychology of Abnormal People, 1934, pp. 92-93.

This note desires to express but one conclusion. Paul's Case remains a Mann-esque story of con-siderable power, but the pen of its

On Opaque Projectors Again

Most freshmen English teachers decide at some time that an opaque projector which could reproduce a full page of student writing on a screen before the class would be a boon in teaching rhetoric. Such a large-field projector is now on the market (name on request), and a few months of experimenting have shown me that it is an effective device for bridging the gap between the student's knowing formal syntax and being able to apply that knowledge to his own sentence structure and punctuation.

Discussing a student theme which is revealed on a 6 x 8 foot screen before the class is actually public tutoring. When a corrected theme is shown (marked in red or black pencil, say, against the student's ink), the instructor can read straight through the three or four pages, discussing the errors and how the student fell into them. Or if the class has shown a "run" of one kind of error, single pages showing this error in different themes can be stacked in the trav of the projector and shown one at a time.

Eventually the instructor will want to put fresh, uncorrected themes into the projector during class periods when assigned themes come in. I pick two themes - by my best students - and go through them a paragraph at a time, asking the class to comment on theme organization, paragraph development, transitions, and the obvious errors they see. In addition to direct illustration of good paragraph and theme organization, the students get some indirect instruction in good sentence structure and content.

I believe that to be effective, the opaque projector must be used as a normal part of the teaching procedure, not as a stunt. It should be used in the usual classroom, but for not more than half a class period at a time. Blackout shades should be used, and the instructor should have a flashlightpointer (obtainable from the same company) having a tiny, focused spot of light with which to direct

writer over-did itself; and that slip would be fatal except that the author thenceforth minimizes the error and induces her reader to do likewise. Toward the end, for instance, she refers again to "the dark corner" - but this time as a metaphor. Paul's Case, the story is called. Surely the author did not wish her readers to believe it simply a "Case" of paranoia. Yet she has given precisely such a lead.

> WILLIS D. JACOBS University of New Mexico Albuquerque, N.M.

Seventeenth Century News
As editor of Seventeenth-Century News, I want to thank you
for the generous item concerning
it which you included in the CEA
CRITIC last spring. The response
in new subscriptions was both immediate and considerable: the extent of it confirms my old belief
that scholars tend to overlook the
heavy, learned journals (except
for particular articles), that they
merely look over more popular

Seventeenth Century News

nor particular articles), that they merely look over more popular periodicals, but that they actually read news letters. Certainly this is true of the CRITIC.

true of the CRITIC.

The promised expansion of Seventeenth-Century News has taken place. The September, 1951 issue contains not only scholarly news, book reviews, and extensive abstracts of articles about the 17th century, but also an account by Terence Spencer of the performance of Samson Agonistes in London, a variety of contributions from our new British correspondent, sections devoted to science, philosophy, French, German, and Italian, a wealth of material about English literature, a variety of illustrations, and the ably edited department on 17th-century music which is winning us many new readers.

To support this great expansion in size and content, the News needs at least one hundred more subscribers. The cost, \$1.00 per year (checks payable to J. Max Patrick) amounts to little more

than 1c a page.

Subscriptions should be sent to our new address: Seventeenth-Century News, Queens College, Flushing 67, N.Y.

J. MAX PATRICK Queens College Flushing, N.Y.

student attention. Eventually one is able to use the projector smoothly and rapidly, with little loss of time in shifting from one page to another. I can cover two themes in twenty or twenty-five minutes, allowing thorough class discussion of errors and possible improvements.

Class reading and discussion are necessary for effective learning and to prevent the class from be-coming heavy-lidded. A feeling of friendly exchange develops, and the students find out what good and bad student writing looks like. If no very good or bad student papers come in - an unthinkable situation — themes from other classes can be used.

The opaque projector is an aid to rhetoric teaching, not a method in itself, and it will obviously be most useful to teachers who center their instruction on theme-writing. The great adaptability of the projector stimulates inventiveness of teacher and students, and this article has discussed only a few of the uses to which rhetoric teachers will put this new weapon in the battle against poor organization and cloudy syntax.

JAMES L. JACKSON
Maxwell Field
Alabama

Haverford Humanities
Haverford (Pa.) College has introduced an experimental study
program devoted to human values in Western civilization, Made possible by a three-year grant from the Carnegie Corporation, the new course replaces more traditional subjects in literature and the study of composition.

The program includes current American literature as well as ancient Greek works and is arranged to bring the student to consider the basic values of his own life, both as an individual and as a citizen of modern society. Each student is now required to read at least six books a semester.

least six books a semester.

After class discussion of their reading, the students next write weekly papers on problems raised. They then meet with a tutor in groups of three for an hour each week, when papers are read aloud and discussed. Student writing is encouraged and evaluated on the basis of ideas introduced, thought-ful analysis and development, and clear and effective expression. Student difficulties in writing are dealt with as they appear.

According to the Haverford of-

ficials, opening of this course arises from the belief that the humanities need to be stressed more directly in American higher education. They feel that student writing needs more attention and better instruction than has been offered in traditional courses.

The new English program is based on a study of many systems and methods used in American col-leges and English universities. Dr. Archibald MacIntosh, vice president of Haverford, observes that it adopts the best features of the other schools' programs.

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On Double Negatives

Alan Hubbell (Denver) has pointed out that although the nation's high schools generally cling to rigid rules of grammar, colleges and universities are far more flexible in their teaching and acknowledge that "good English is not a matter of old rules but appropriateness to subject and situation."

Although double negatives are not considered cricket today, Professor Hubbell reminds us, they were part of the King's English in Chaucer's time. He cites this line from Chaucer with its four negatives:

"He never yit no vileyne ne sayde in al his lyf unto no maner wight."

Moby Dick Birthday

The Melville Society of America celebrated the 100th birthday of Moby-Dick with a conference whose general theme was "Moby-Dick and the America of 1851." The general theme wa and the America of 1851." The conference was held at Williamstown, Sept. 2 to Sept. 4. Luther Mansfield, of Williams College, was in charge of arrangements.

Speaker included W.

Speakers included Harrison Hay-ford, Perry Miller, Henry Murray, Henry Nash Smith, and Randall

A panel discussion—moderator Willard Thorp, included Charles Anderson, Newton Arvin, Richard Chase, Luthe Luther Mansfield, and How-

Greetings were extended to the group from Eleanor Metcalf and James Phinney Baxter III.
Gil Wilson's Moby-Dick pictures were shown, and Wilson himself attended. Eleanor Mecalf sent the Eaton and the Twitchell portraits for display. The Berkshire Eagle arranged a Pittsfield trip.

Works in Progress

Milton Hindus (Brandeis) is at work on a study which, in its intention, is the most ambitious examination of the ideas of Proust's work ever undertaken in any language. Unlike Maurois's recent study, it has very few biographical elements. Like Maurois, however, Hindus has been under the impression that in Remembrance of Things Past we have the equivalent of Proust's Summa; and he has set out to give substance to this perception. The five major divisions of the study are entitled: The Aesthetics of Proust, The Philosophy of Proust, The Psychology of Proust, The Sociology of Proust, and The Ethics of Proust. The study will be published in late 1951 or early 1952. Proust is the central author studied in the spring semester of the course Prof. Hindus gives at Brandeis.

Ray M. Lawless (Kansas City Jr. College) is preparing A Handbook of American Balladry and Folk Song, which, he hopes, may become "a useful and usable textbook for elementary courses in ballad and folk song."

CEA Members at Institute

A quick check of the membership list for the 1951 English Institute (Columbia, Sept. 5-8, 1951) shows seventy-five CEA members enrolled. A large number of them are regional and national CEA ofare regional and national CEA officers. The list (probably incomplete) follows: Dabney Adams (Florida State), Gellert S. Alleman (Rutgers), Marcia Lee Anderson (Hollins), George Arms (U. of New Mexico), Werner W. Beyer (Butler), William A. Borst (Harcourt Brace), Reuben A. Brower (Amherst), Katherine Burton (Wheaton), Sister M. Cleophas Costello, R.S.M. (Mt. St. Agnes), Mollie Cohen (Illinois Tech.), Frederick W. Conner (U. of Florida), Thomas W. Copeland (Chicago), Roberta D. Cornelius (Randolph-Macon), Lucille Crighton (Gulf Roberta D. Cornelius (Randolph-Macon), Lucille Crighton (Gulf-Park), Curtis Dahl (Wheaton), Sara de Ford (Goucher), Joseph Doyle, Elizabeth Drew (Smith), Rhodes Dunlop (State U. of Iowa), J. Gordon Eaker (Jersey City Jr. College), Charles Kenneth Eves (City College), F. Cudworth Flint (Dartmouth), W. Todd Furniss (Val.), Maywell H. Goldberg (I. (Dartmouth), W. Todd Furniss (Yale), Maxwell H. Goldberg (U. of Mass.), Regina Hanway (Kent State), Julia Hamlet Harris (Mer-State), Julia Hamlet Harris (Meredith), A. T. Hazen (Columbia), Thomas C. Izard (Columbia), Arthur E. Jones, Jr. (Drew), John E. Keating (St. Ambrose), John P. Kirby (Randolph-Macon), Rudolph Kirk (Rutgers), Edwin B. Knowles (Pratt Inst.), Frank A. Krutzke (Colorado College), Carl Lefevre (Pace), Julian I. Lindsay (Vermont), Thomas Mabbott (Hunter), Elizabeth L. Mann (Adelphi), Thomas F. Marshall (Western Maryland), Vincent L. McMullen (St. John's), Robert N. E. Megaw (Williams), Francis Mineka (Cornell), Elizabeth Nitchie (Goucher), James M. Osborn (Yale), W. D. James M. Osborn (Yale), W. D. Paden (U. of Kansas), Alice Park-er (Lindenwood), J. Max Patrick (Queens), Norman Holmes Pearson (Yale), Joseph Prescott (Wayne), Helen W. Randall (Smith), John K. Helen W. Randall (Smith), John K. Reeves (Skidmore), Gertrude B. Rivers (Howard U.), Carmen Rogers (Florida State), H. Blair Rouse (Emory), Florence R. Scott (U. of So. Cal.), Nathan C. Starr (Rollins), Helen Larson Stevens (Illinois Tech.), William B. Todd (Salem College), Howard P. Vincent (Illinois Tech.), A. J. Walker (Georgia Tech.), J. Edwin Whitesell (U. of S. Carolina), Autrey Nell Wiley (Texas State College for Women), Margaret Lee Wiley for Women), Margaret Lee Wiley (East Texas State Teachers College), W. K. Wimsatt, Jr. (Yale), S. K. Workman (Illinois Tech), James M. Clifford (Columbia), Stephen A. Larrabee (Hartford, Conn.), Margaret M. Bryant (Brooklyn), Cleanth Brooks (Yale), Henry Popkin, Ina Beth McGavock (Trinity U.), Bruce Harris (Penn. State), Haskell M. Block (Queens).

ADDENDUM

At the fall NECEA meeting, Emrson College, Oct. 27, Kenneth Myrick (Tufts) will lead the discusrick (Tufts) will lead the discussion on teaching Milton's Paradise Lost, Arthur Musgrave (Univ. of Mass.) will join Louis Lyons in exploring "English, General Education, and the Journalist." Ralph Walker (Univ. of Aberdeen, now at Yale) will be main speaker on the evening program.

PERSONALS

Charles C. Walcutt, who has been at Washington and Jefferson, is now at Queens Collge.

R. A. Pratt, member MLA Com-tee on Book Publications, formerly at Queens, is now professor at the University of North Carolina. He wants to meet other CEA members at Chapel Hill and in Durham.

Ruth C. Child, formerly at Wellesley, has accepted a position as head of the English department at the Columbus School, Rochester, New York.

John H. Sutherland, who received his Ph.D. degree in June, has accepted an appointment as instructor at Colby.

Werner W. Beyer (Butler) and Howard Vincent (Illinois Tech) are recipients of Ford Foundation Faculty Fellowship Grants.

Stephen A. Larrabee, who has been at Wesleyan, is recipient of an ACLS grant for further study of American hellenism.

George Arms is now chairman of the English Department of the University of New Mexico, following T. M. Pearce's withdrawal from this position.

Following his return from a year's stay in Italy, John Ciardi (Harvard), was on the staff at Bread Loaf. A regional CEA director, he has been assisting the pro-gram committee for the fall meet-ing of the NECEA (Emerson Col-

Lewis Leary (Duke), active in the Virginia-North Carolina CEA, is visiting professor at Columbia.

Alexander Cowie and Wilbert Snow (Wesleyan), both active in the NECEA, are lecturing in Eur-ope under State Department aus-

Daniel Aaron (Smith), director NECEA, and his family (including dog), are at the University of Hel-sinki this year, under State Department auspices.

Among the members of the newly formed American Studies Association are Carl Bode (Maryland) and N. B. Fagin (Maryland), president and past-president, respectively, of the Middle Atlantic

National CEA vice president, Joseph Warren Beach is recipient of a 1951 Fulbright award for study in France.

Irving Linn, (Yeshiva University) is president of the English Graduate Association of New York

David Fleisher (Yeshiya Univer-ty) talked recently tre the sity) talked recently re the Andiron Club on "The Liberalism of William Godwin."

Anthony Zaitz, Richard Marcus, and Sidney Kaplan (U. of Mass.) are on 1951-52 leave for doctoral studies; and Maxwell H. Goldberg has a sabbatical leave for study at the Sterling Memorial Library.

Arthur W. Peach, Northfield, Vermont, is now directing the Vermont Historical Society, and is assistant editor of The Mountain Troubadour, published quarterly by the Poetry Society of Vermont. The December issue of this periodical contains Edward O'Gara's analysis of his prize-winning poem "Helmsman at Night," and W. E. Aitken's "An Exigesis of the Non-Utilitarian Elements Derived to Altitude, Form, and Tone, According to the 'New Criticism.' "

William M. Sale of Cornell University, Lucyle Hook of Barnard College and Strang Lawson of Colgate University have been appointed as a committee of the Association of Colleges and Universities of New York State to review college English admission requirements in terms of "competence" rather than courses or cred-

Hyman Plutzik has been named winner of the Poetry Society of America's second annual competition for outstanding books of Verse.

Prof. Plutzik's "Aspects of Proteus," first published in 1949, received its second major award. Last year it won the \$1,000 literature award of the National Institute of Arts and Letters.

National CEA Meeting December 27, 1951 6 - 9 P.M.

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CEA Headquarters and Bureau of Appointments
Dec. 27-29 Room 1317 Hotel Statler Detroit, Michigan

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Middle Atlantic CEA

The Spring Meeting of the Middle Atlantic CEA convened at Western Maryland College, Saturday, April 21, 1951. The meeting opened with a word of greeting from President Lowell Ensor of W. M. C. The chairman, Dr. N. Bryllion Fagin, then introduced the first speaker, A. Stuart Pitt, of the U. S. Naval Academy, who spoke on "Moody Ahab and His Heaven-Insulting Purpose." The speaker, to begin with, took notice of the widespread scholarly view that Moby Dick is so profound and subtle its meaning must be ingeniously divined and superimposed from without. Such a quest for hidden without. Such a quest for hidden significance, Dr. Pitt continued, not only spoils the teaching of the book to undergraduates but is unneces-sary. Selecting key passages, the speaker showed that Ahab makes his motive clear in his own speechhis motive clear in his own speeches; that Ishmael too explains matters clearly and in detail. The text of the book shows explicitly that Ahab is guilty of sinful arrogance and knows he is damned. The gods do not play fair, thinks Ahab, and he intends to fight it out with them he intends to fight it out with them even at the cost of self-destruction. Moby Dick embodies the inscrutable, but Ahab's implacable attack upon the whale is not inscrutable at all in its bearings. The book holds a core of meaning that is intelligible and enjoyably teachable.

The second paper was presented by Charlotte Crawford, of Howard University. Her subject was "Limguistics and Literature." There is a discernible tendency, Dr. Crawford observed, to reemphasize linguistics in English studies. One result of a fresh consideration of the place of the study of language in literary studies may be the appliliterary studies may be the appli-cation of certain of its principles and content to the criticism of litand content to the criticism of literature. Certain considerations about the structure of Modern English sharpen the tools of the reader of the text of Modern English literature. The linguist's notion of lexical meaning as the correlation between a linguistic form relation between a linguistic form and the situation in which it oc-curs offers a useful approach to

REVISION

available spring, 52

Toward Liberal Education

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This very popular anthology of the intellectual and creative achievements of liberally edu-cated men, edited by Louis G. Locke of Mary Baldwin College, William M. Gibson of New York University, and George Arms of the University of New Mexico in now in the process of being the University of New Mexico in now in the process of being revised and is scheduled for publication in the spring of 1952. Should you like to see an examination copy, please write and your name will be placed on the waiting list.

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REGIONAL ACTIVITIES

certain problems of meaning in the words of the literary text. Although the linguist considers semantics the weakest part of his field so far, such definitions as those which Bloomfield states for "metaphor" and for "connotation" offer useful distinctions for the critic, especially in the treatment of meetic imageny and of the long. critic, especially in the treatment of poetic imagery and of the language of fiction. The applicability of the point of view of descriptive linguistics toward both lexical and grammatical meanings may be underlined by recalling the passage from Eliot's "Burnt Norton:"

M Ellot's "Burnt Norton:"
Words, after speech, reach
Into the silence. Only by the form,
the pattern,
Can words or music reach
The stillness.

The stillness.

The final paper of the morning was read by Richard Hart, of the Enoch Pratt Library, whose subject was "Poetry Returns to the Theater." The speaker traced the beginnings of the revival of verse drama in modern times and discussed the typical work of its most vital exponents. Auden and McLeish have made important contributions. At present Eliot and Fry are producing vital and successful drama in this medium. The speaker commented on the flexible rhythms and use of chorus in "Murder in the Cathedral." In "Family Reunion" an effort has been made to create rhythms close to those of natural speech. This tendency has to create rhythms close to those of natural speech. This tendency has gone perhaps too far in "Cocktail Party." Eliot's work is interesting in its blending of Greek technique, Christian doctrine, and psychological attitudes of Freud and Jung. Christopher Fry was at first discoursed by producers but his couraged by producers, but his struggles were finally rewarded when "The Lady's not for Burning" went 300 performances in London. His success is attested by London. His success is attested by the fact that recently he had four plays in London and two in New York going at once. Avoiding realism of action, Fry gets realism of feeling. He resembles the Elizabethans in his combinations of comedy and lyricism. The acceptance of verse plays has been slow in coming, in university circles as well as among the public at large. But the successful production of these plays and the demands of readers in libraries show a genuine and growing interest in modern verse drama. verse drama.

verse drama.

The luncheon speaker, Graham Hough, talked to the group about English studies in England, University expansion in England, he said, does not follow the American plan. The classic tradition has been strong in Britain, and English studies are late in receiving recognition, London University was one of the first to go in for the new program. At Oxford and Cambridge opposition ran high. It was felt that everyone knew English already. A beginning in the subject was made at Cambridge in 1918 by Quiller-Couch. At first there was much pure reading and study without benefit of critical orthodoxy. In more recent decades study without benefit of critical orthodoxy. In more recent decades I. A. Richard' attempt to find a basis for fiverary criticism exerted a strong influence at Cambridge and from there spread to other universities elsewhere. In England the old emphasis on philological method has notably diminished. There is a general indifference to problems of methodology, and there are no graduate schools, although research students are recNECEA

The program of the spring meeting of the NECEA (Mount Holyoke, April 28, 1951, Alan McGee, general chairman) has been reported in past issues of the CEA CRITIC (April and May). The following help round out the picture.

CRITIC (April and May). The following help round out the picture.

Francis Fergusson, Princeton, keynoted the panel on "The College Theatre as the Laboratory of the Liberal Curriculum" by stressing that the aim expressed in the title, really, was "an ideal version," difficult to achieve. For one thing, he said, it takes fanaticism to make the theatre come alive, "and fanaticism is a dangerous thing to have around a college campus." Fergusson warned further that "the college theatre is in competition with the enormous institution of the commercial theatre... which constitutes a steady drain on the college theatre and tends to make of it a pale imitation."

Denis Johnston, Mount Holyoke, accused American universities of veering between the two damaging extremes of treating the drama as either "vocational education" or "amateur dramatics." Asserting that "it is not the business of the liberal curriculum to give vocational training," he added that even if it were, faculty interference and the temporary eligibility of the floating population of student actors would prevent such training from being good preparation for the rough and tumble of the commercial theatre. On the other hand, argued Johnston, college drama should be lifted from the level of the amateurish by (1) prohibiting students from choosing the plays, (2) giving academic credit for drama work, and (3) subsidizing performances. Because of the many opportunities for experimenting with contemporary continental drama and new American plays which Broadway would not risk producing, he concluded, "the future of the commercial theatre depends on the success of college theatres."

Maurice Valency, Columbia, regretted that "we tend to sandwich this activity in between many others." To do a good job, he stated, "you need a separate, well equipped drama department" with as much time and leisure as it needs. Since most Americans un-

ognized. These are left pretty much to themselves, the feeling being that if a man has a book to write, he will find a way to write it. American notions of system and efficiency, uniformly sized note cards, etc., are not taken seriously in England.

After luncheon a short, informal symposium was held in McDaniel Hall on the problem "Should the National Emergency have any effect on the content and method of English courses?" Opinions expressed showed general anxiety for the immediate future of nontechnological studies.

At the conclusion of the discussion the following slate of officers was voted in for the season 1951-52: President, Carl Bode; Vice President, Charlotte Crawford; Sec'y-Treas, J. W. Hendren; Executive Committee, A. Stuart Pitt, Francis E. Litz, Elizabeth Nitchie, N. Bryllion Fagin.

JAMES W. HENDREN Western Maryland College Westminster, Md fortunately consider drams as merely an amusement rather than a "cultural activity," Valency suggested, making "a course or two in the drama compulsory for freshmen or sophomores . . . might teach taste to future audiences." He agreed that as long as the college theatre has to support itself, it will continue to do poor things from Broadway poorly. "If it is going to amount to anything," Valency concluded, "the college theatre must stop aping the commercial theatre . . it must be experimental, which means taking chances on untried ventures."

Chairman Henry Williams. Dart-

Chairman Henry Williams, Dartmouth, closed a stimulating discussion with the rather provocative remark, "What about the college theatre as a means to an end? No one objects to the time students have to spend in a chemistry laboratory."

WARREN SMITH Univ. of Rhode Island Kingston, R.I.

The session on The Ordeal of Richard Feverel had two main divisions. In the first part attention was devoted to elements in the fiction which had their origin in the personal experience of the author. In this connection some new conjectures were offered concerning the reasons for the failure of Meredith's first marriage, The second part of the discussion was devoted to artistic problems, in particular, the contribution of certain images and symbols to the pattern of the narrative. Charles J. Hill, of Smith College, presented the paper on which the discussion was based. He drew upon a book on Meredith which he is writing.

The meeting on "The Teaching of Pope" was conducted by Frederick S. Troy, of the University of Massachusetts. Reuben Brower, of Amherst College, and Maynard Mack, of Yale University were the two speakers. The purpose of the meeting was to suggest various ways of teaching Pope's poetry and possible solutions to the "prob-

(Cont. on p. 8, Col. 1)

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CEA REGIONAL ACTIVITIES

(Cont. from p. 7, Col. 4)
lem" of convincing students that
Pope is a true poet. Mr. Mack, at
the beginning of his talk, observed
that Pope offers no greater problem than do other poets. The teacher, he said, assumed that there
is a special difficulty about Pope's
noetry and so inevitally manages poetry and so inevitably manages to communicate this assumption to his students.

Mr. Troy opened the meeting with a brief talk in which he strongly urged that teachers weigh carefully whether the traditional historical method — the fundamental task of "rebuilding the age" for the student — may not be more effective than the New Criticism approach for teaching the poetry of the past. Specifically, he proposed that the central problem in teaching Pope was one of plac-ing him in his age — of seeing the values and concepts, the issues and events, from which he wrote. The student must be recalled to "wit" and "reason" and "na-"wit" and "reason" and "nature" as the Augustans used them; he must see Pope in his culture in order to begin to appreciate him beyond his culture. The semester, Mr. Troy reminded us, is short—all too short for the "thoroughall to "thoroughall to "thoroughall too short for the "thoroughall to "thoroughall to all too short for the "thorough-ness" of the New Criticism technique, particularly when the ex-haustive scrutiny of a few pieces supersedes the much-needed learning of fundamental matters.

ing of fundamental matters.

Mr. Troy was not attacking the New Criticism in itself; he granted its importance in any final understanding of poetry. But he did suggest that such "final understanding" was part of the reward of long acquaintance with a poem after many readings and not the aim of undergraduate courses in literature. The debate between the traditional method and the New Criticism is, he insisted, not to be blurred over by calling it "a matter of emphasis." There is, he seemed to suggest, a very real issue involved: making literary instruction a sound and central part of liberal education.

Mr. Brower began his lecture with the remark that any resem-blance between what he had to

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say and the New Criticism was and gracefully." Holyoke's other "purely coincidental." He then gave two questions of this first day are a thorough and excellently organ-ized analysis of passages from Pope's Epistle IV ("Of the Use of Riches"). His thesis was that the Riches"). His thesis was that the primary task of teaching poetry is the right reading of poetry, and that right reading centers upon comprehension of how the poet uses moods, images, symbols, and so forth. Mr. Brower concentrated upon Pope's harmonious play upon attitudes and themes, and his effectiveness in employing the right image or symbol for the particular image or symbol for the particular mood he sought — his neat inter-fusing in this Epistle of mock-seriousness and Baroque state-

Mr. Mack concluded the session with some remarks upon Pope's satirical technique within the general frame of satire. He noted that satire belongs to the category of the literature of "praise and blame," and that, unlike tragedy, it works within and heightens the concept of the "norm" in life. Mr. Mack argued that Pope's satire was written within a genre convention and so must be studied in terms of that convention. Pope, he said, speaks impersonally: he is "the satirist." not Pope outraged with some remarks upon Pope's sasaid, speaks impersonally: he is "the satirist," not Pope outraged or injured or vindictive. As "the or injured or vindictive. As "the satirist" he speaks from the ethical norm inveighing against persons or events that are "types" of the deviation from this norm. Mr. Mack cited many passages from the satires to show Pope's flexible personae as "the satirist" — now naive, now earnest, at one time coy, then bitter — depending upon the mood best suited to carry to the reader the force of persuasion that the time given issue required that the given issue required.

RICHARD MARCUS

About twenty-five people took part in the discussion of "The Educational Value of the General Education." Curtis Dahl of Wheacontrol College acted as chairman. Panel speakers were J. McG. Bottkol of Mount Holyoke, Fred B. Millett of Wesleyan, and Virginia Prettyman of Wellesley.

At each of the three institutions — Wellesley, Mount Holyoke, and Wesleyan — the General Examina-tion in English is a two-day af-fair, and the passing of it is a condition for graduation.

Wesleyan announces at the beginning of the junior year a reading list on which the examination is to be based: 14 novels; 35 plays, 12 of which are by Shakespeare; selections from 40 Shakespeare; selections from 40 poets; 13 prose selections by prose-writers as distinct from novelists as such. Holyoke sets a much smaller list one month in advance of the examination—Shakespeare is especially prominent in this list. Wellesley seems not to set any particular list. Nature

Wesleyan's general examination comes in two three-hour sessions comes in two three-hour sessions on successive mornings, and it is organized into six half-hour sections per day. Each section covers a chronological period — e.g., Old and Middle English, Shakespeare, Victorian Literature. Holyoke's examination on the first day comprises three questions of an hour each, the first being "designed as an opportunity for the student to show some maturity of judgment show some maturity of judgment and perception, ability to read acutely and respond interestingly

based on the set books, one question being concerned with a close analysis of a passage, the other with broader critical considera-tions. On the second day Holyoke's examination tests the student's general knowledge of her major field — of literary history, of general knowledge of her major field — of literary history, of genre, of history of the language. Wellesley's general examination 'offers questions which cut across courses, across periods [contrast courses, across periods [contrast Wesleyan's], and across group lines. A student may be asked to consider some aspect of similarity in works of two periods not covered by a survey. Or she may be asked to apply a critical quotation to an author, and to analyze and confined the critical tental. lyze and evaluate the critical tenets on which the quotation is based. Or she may be asked to discuss an unfamiliar poem as a poem and also as the product of a certain time and place."

Wesleyan finds that the general examination brings about "wide reading, familiarity with the con-tent of a large number of works, a synthesis of knowledge from a synthesis of knowledge from courses and general reading, and a vivid impression of the pageant of English literature; and that it is a test of ability to organize information and bring it to bear on questions within a period or between pariods."

duestions within a period or between periods."

Holyoke finds that the examination has value for both students and faculty: It has value for the student because (1) it "operates as an Aristotelian final cause — it makes a student begin raising her sights from the beginning of the junior year, setting her academic house in some kind of order, avoidone kind of order, avoiding overspecialization in one field of English; it makes her realize that additive piling up of passing grades in courses is not enough grades in courses is not enough and that she will be examined for the degree itself in addition to courses; (2) it is a valuable intel-lectual and aesthetic experience." It has value for the faculty be-cause "(1) it separates the sheep from the goats — it shows better than a record of course grades a student's ability — particularly so in determining grade of honors; (2) it gives each member of the department an idea of what the others are teaching — illuminating, sometimes embarrassing."

Wellesley considers the general examination "principally a means toward the integration of work in the department . . . If it is successfully performed, the student should also be able to view newlyread or once-familiar works in new lights, should apply the meth-ods of one kind of course to the materials of another." It also promotes systematic review.

In the remarks from the floor there seemed to be no serious objection to the points brought out by Professors Millett, Bottkol, and Prettyman. There was some question of whether the general examination whether the second of th nation should cover only course work or should reach even beyond. Wesleyan's examination, based on Wesleyan's examination, based on chronology or the period, seemed rather different from the types used by others. Someone suggested that writing an hour and a half on a sonnet of Shakespeare's might be an excellent test of comprehension and understanding.

Various aids, such as Monday-night meetings, tutoring (Welles-

ley, however, carefully avoids tu-toring here), and general advic-were mentioned as being given by way of assisting and encouraging way of assisting and encouraging the student's preparation for the examination. One college requires the writing — before the examination — of some nine papers based on previous work. Certain incentives are held up before the student: for instance, a grade of Barbattar on the general examination. or better on the general examina-tion at one institution excuses the student from the remaining course examinations (in English). It seems a common practice to assign either course or course-examination credit for the general examination Problems Involved

Certain problems, of course, are

attached to the general examina-tion. At Wellesley, where the Eng-lish program puts considerable emphasis on composition, "some members of the department have come to doubt the value of the General Most instructors agree that it promotes review, but deny that the review is judicious. Most members of the department think the Genor the department think the General useful for Honor students... But several maintain that a different kind of examination, an entirely factual one, would be of more value to mediocre students. Prof. Millett of Wesleyan would also like to have a large part of the examination devoted to the factual. The problem of grading seems to be one of the most com-mon, Smith College finds certain problems in the matter of inte-

Despite the various problems involved, the consensus of the meeting seemed rather in favor of the General.

JAMES T. BARR Northeastern Univ. Boston, Mass

The meeting on the general enamination was valuable in its bringing out the varying concepts as to the function of the general examination as an educational and testing device. Several unresolved conflicts between the theory and practice of the various institution appeared, notably as to the use of (Cont. on p. 9, Col. 1)

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a chronological division, previously assigned questions, and the preparation of students for the examinations. I myself was particularly struck by the comment that on one examination Mount Holyoke students were asked to write for an hour and a half on one sonnet by Shakespeare.

CURTIS DAHL Wheaton College Norton, Mass.

Since "Amherst's revolutionary composition course" for freshmen has been around for some ten years now, G. Armour Craig spoke from strength in describing the course Amherst calls "An Operational Approach to Composition." His confidence, however, in no way softened the controversial nature of the course. of the course.

of the course.

The aim of the course is communication, and the problem is compositional rather than literary. The approach is entirely semantic, and no attempt is made to teach values, history, or literature. The instructor's business is to assist in a shifty to overships and all

values, instructor's business is to assist in an ability to organize, and all stress is laid upon expression of the student's own knowledge. This device, according to Professor Craig, "does away with the canned, glib and trite," since expression is based on experience.

Using no other material than the student's own work, the mechanics of the Amherst course are these. Freshman classes ranging from twenty to twenty-six students are met three times a week. During or following each meeting, the students write a five hundred word answer to a specific question. Sample question: Sample question:

Sample question:
Recall a situation in which you told someone the Right Name of something.

a) What name did you tell him, and where and when?

b) How did you know the name you told him was the right one?

c) Define, with reference to what you have just written, "Right Name." These answers are read, criticized, but not graded. Representa-

One critic says, "Clearly presented, the positive approach is commendable."

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REGIONAL ACTIVITIES

The sixteenth annual conference of the Indiana College English As-sociation was held at Anderson Col-lege, Anderson, Indiana, on May 11 and 12, 1951.

Indiana CEA

The conference opened at 1:30 P.M. on Friday afternoon with a preliminary roundtable on ways to make ICEA more valuable to its members. The following concrete suggestions were presented: (1). ICEA should establish better and more extensive relationships with suggestions were presented: (1). ICEA should establish better and more extensive relationships with high school English teachers; (2). regional meetings might be held at which high school and college teachers in an area around a selected college could meet socially and discuss teaching problems and the relation of their work to one another; (3). the Associator should be expanded, even if dues must be raised fifty cents; (4). the history of ICEA written by Miss Mary R. McBeth should be published in the Associator, and this history should be brought up to date, preferably by Miss McBeth; (5). in coming ICEA programs there ought to be a place for intimate exchange of ideas on what is taking place in classrooms in freshman English, American literature, and other subjects.

Vice-President Sutton, who conducted the roundtable, read some examples from a questionnaire query. "What topics would you

ducted the roundtable, read some examples from a questionnaire query, "What topics would you like to have discussed at ICEA conferences?" Some of the answers were as follows: the estimate of college graduates toward English courses; departmental organization; a business executive's evaluation of his English training; communications classes; methods of attracting English majors; religious emphasis in teaching literature; techniques in teaching literature; the virtues and failings of the New Criticism; English requirements for Criticism; English requirements for entering freshmen; techniques in English composition and creative

writing.

After registration and a reception in the lounge of Morrison from 3 - 4 p.m. Dr. Georges F. Deknop, Belgian exchange professor at Ball State Teachers College, officially opened the conference with a paper on "Teaching English as a Foreign Language."

Then followed three hour-long simultaneous literary discussions, each based on the reading of a twenty-minute paper. In "Shelley the Pacifist," Warren Staebler of writing.

tively good and bad answers are mimeographed and discussed by the class. At the end of some twelve weeks, the student is made to sum up what he has learned from what he has done. It is here, Professor Craig says, that the student realizes language is practical and the "only thing that makes existence possible."

The conventions of mechanics are covered by blue pencilling only. The audience is the class itself. (Somewhat standardized since at Amherst all Freshmen take the same curriculum.) The model theory is given up completely although the students take a "Great Books" course simultaneously.

Prof. Craig readily admitted "It's tough to teach" and "Resistance is well defined." But he negated student antagonism with "There is no way to make facing yourself pleasant."

JOHN MITCHELL Univ. of Massachusetts

Earlham presented the Romantic poet as actuated by love and a desire to assist in bettering the lot of mankind, and therefore an advocate of non-violent resistance of evil. From the beginning he considered war the paramount evil to be wrestled with, and from the beginning he repudiated it. His prose shows that he was preoccupied with the extent to which retaliation had been disastrous in human history as well as morally wrong. Gandhi knew Shelley's poetry and once in conversation quoted some stanzas from "The Masque of Anarchy." The poet Tagore, who according to his one-time private secretary was a considerable influence on Gandhi, was a lover of Shelley, as were also other young Indians who helped their country achieve her independence non-violently.

Indiana University's Professor Horst Frenz read the second na-

pendence non-violently.

Indiana University's Professor Horst Frenz read the second paper, "World Literature and Comparative Literature." According to Dr. Frenz, there is a steadily increasing interest in world literature, but the lack of translation is a serious stumbling block which must be remedied, since the success of the world literature course depends on the quantity and quality of available translations.

A comparative literature program such as that now established at Indiana University can be es-

arm such as that now established at Indiana University can be established with little effort and expense by selecting existing courses from various departments and arranging them logically, by adding a few period courses which cut across countries (e.g., Renaissance), and by devising a system whereby students can make use of their foreign languages. English departments are in a particularly strong position to contribute courses, staff, and other help to such a program. The teaching of comparative literature should be considered a cooperative venture in which members of various humanities departments are brought together in a common cause.

The third paper, read by Wil-

The third paper, read by William Schwab of Purdue, dealt with "Galsworthy, Forsyte, and

Others."
At 7 p.m., the Annual Banquet was held in the Anderson College Cafeteria. Miss Florence Orr, local chairman of the conference, introduced the members of the Anderson English Department, and Dr. Russell Noyes brought greetings from the National College English Association, of which he is vice-president.

The main address "Rolling One

vice-president.

The main address, "Rolling Our Tubs," was delivered by Dr. Paul Landis, noted professor of Browning at the University of Illinois. The title is a reference to the behavior of Diogenes during the siege of Corinth. Seeing everyone else busy with military preparations, Diogenes decided that he too must do something useful; and not knowing what else to do, he rolled his tub ceaselessly up and down a hill.

t all Freshmen take the riculum.) The model given up completely also students take a "Great resessimultaneously. The simultaneously raig readily admitted to teach" and "Resisted to teach and "Resist

society. Thus, for example, some teachers seriously propose that Jane Austen's Pride and Prejudice be the basis of a Marriage and the Family course, and others wish to use Wuthering Heights to trumpet forth the moral that a man is crazy to pick stray children from the street.

Literature does have a useful function, but that function is simply to develop the imagination, in which moral values reside (for all ideals are things which are imagined). If English teachers would gather before them a panel of laymen, architects, business men, and the like, and let them discuss the role of literature in future society, the laymen would undoubtedly conclude that the function of literature in future society is the stimulation of imagination rather than the learning of chronological orders, dates, and names. Moreover, such a panel would no doubt inform us that this function is to be directed not toward the English major, but primarily toward that larger group which will become seamstresses, carpenters, and merchants.

Saturday morning featured five simultaneous discussion sessions dealing with teaching problems.

Cary Graham of Butler led a discussion on "Theme-Grading Standards." Dr. Graham emphasized three main points: (1) papers should be read carefully and returned promptly, and the grading system should be made clear to each student; (2) grading should be as objective as possible, in order that the student may be led to improve his writing instead of merely trying to say what he thinks will please the instructor; (3) "C" is the average or satisfactory grade, and therefore "A" and "B" should be given only for work which is definitely superior. "A Study of Biography" was conducted by Jerome Hixson of DePauw. Because biography is now enjoying commercial popularity, Mr. Hixson feels that writers and the public should have a better understanding of that literary form. After noting the evolution of biography from the eulogistic (Cont. on p. 10, Col. 1)

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CEA REGIONAL ACTIVITIES

(Cont. from p. 9, Col. 4) Saints' Legends to the realistic de-Saints' Legends to the realistic de-bunking work of Strachey and the modern scholarly endeavors of Al-len and Nevins, Prof. Hixson ana-lyzed the art of writing biography: use of letters, witnesses, and di-aries for source material; the ob-jective selection of materials; the

yeartive selection of materials; the values and dangers of such techniques as dialogue and flashbacks.

A third workshop was devoted to "Pro's and Con's of American Literature Texts." Chairman Leland Miles of Hanover presented some statistics based on a questionnaire sent to all colleges and universities in Indiana. According to these statistics, 25 out of 26 Indiana colleges now allot a full year or more to undergraduate year of more to indergraduate American Literature courses; 15 colleges use Norman Foerster's American Poetry and Prose, the nearest competitor being Blair, Hornberger, and Stewart's Litera-ture of the United States, used by four colleges.

Dr. Miles requested that the dis-cussion center around four controcussion center around four controversial problems: (1) should a text include only the ten or twelve "major writers" or should it be a highly detailed survey? (2) should a text approach American literature simply as belles lettres, or as a reflection of the social and cultural history of our country? (3) are detailed or rountry? (3) are detailed or brief editorial comments preferable? (4) should an anthology strive to print "standard" or "unusual" works? After four participants had championed certain pants had championed certain texts (Mrs. Sara Harvey of Indi-ana State for Foerster, Professor Harold Hamilton of Oakland City College for Blair et al., Miss Pearl Alexander of Taylor for Hubbell, Dr. James Woodress of Indiana via Mr. Charles Fox of Hanover for Jones and Leisy), a spirited discussion ensued on point number 2. Everyone finally agreed on the following conclusion: American literature must be taught primarily as literature and not as an adjunct of history or sociology. However, if content is stressed (as it should be), then it is inevitable that tea-

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other ideas.

Sister Miriam Joseph of St.
Mary's College served as chairman
of the group discussing "Techniques of Teaching Imaginative
Writing." About one-half of the
colleges represented challenged
the validity of teaching imaginative writing to freshmen, and suggested that exposition might be
more valuable because more needed
by the average individual. Prof.
Pence suggested three goals of
writing: (1) to get reader response; (2) to improve one's own
writing; (3) to cultivate a creative
approach to literary appreciation.

It was agreed that hope for pub-

It was agreed that hope for publication is the most important stimulus for writing. Sister Miriam Joseph and Prof. Pence outlined the followng technique for teach-ing students the writing of short stories: (1) interest is stimulated by reading and discussion of short stories; (2) a basis in personal ex-perience and simplicity of plot are stressed; (3) synopses and plot outlines are worked out and stu-dent-teacher conferences held prior to actual writing.

The fifth workshop, "Ways of Promoting Cooperation between High School and College English Teachers," was headed by George Smock of Indiana State Teachers' Teachers," was headed by George Smock of Indiana State Teachers' College. Take-off point for discussion was the past work of the high school-college coordination committee of the Indiana Council of Teachers of English. Three suggestions were made: (1) ICEA should solicit suggestions from high school teachers rather than make too many offers themselves; (2) an effort ought to be made to (2) an effort ought to be made to bring into sharper focus just what college teachers expect entering freshmen to have in the way of English equipment. This might be done through administering stan-dardized tests to college freshmen and then sending these tests to high school teachers so that they could see how their own students are doing in comparison with

At 11 p.m., the main business meeting was called to order by the President, Raymond Pence of DePauw. The slate of officers for DePauw. The slate of officers for the coming year was as follows: William Sutton of Ball State for president, Allan Kellogg of Indiana Central for vice-president, and Pauline White of Franklin, secre-tary-treasurer. The nominees were officially endorsed by the group, and Dr. Pence turned over the meeting to Professor Sutton.

The new president proposed the idea of preliminary regional meetings, and he was authorized to invite colleges in various regions to participate in such meetings with the proviso that the decision to participate of the provisor that the decision to the provisor that the decision to be not meet the with each the proviso that the decision to meet or not meet lie with each college concerned. Dr. Sutton announced the creation of a publications committee headed by Allan Kellogg, who in turn appointed Robert Ramsay of Tri-State as 1951-1952 editor of the Associator. The treasurer's report, announcing 143 paid members and a balance of \$134.11 for the coming year, was accepted and the minutes of last year's meeting weather the state of the last year's meeting were distrib-uted in mimeographed form.

Three resolutions were proposed:
(1) by the committee on resolutions, thanking local chairman Florence Orr, the Anderson Eng-

cher and students will also be con-cerned with social, political, and for the success of the conference; other ideas. by outgoing secretary-treas-Leland Miles, recommending that the membership year be offi-cially declared to extend from cially declared to extend from May to May each year, dues being paid at each conference for the coming year; (3) by President Sutton, that emeritus professors be given honorary life memberships in ICEA. These three resolutions were unanimously adopted.

A motion by Dr. Pence that a A motion by Dr. Pence that a committee be appointed to investi-gate ways of promoting high school-college relationships was seconded and approved. Dr. Noyes moved for the return of the Friday afternoon paper-reading fo-rum at the next conference, and the motion was carried on a very close vote.

The invitation of Hanover Col-lege to meet on its campus next lege to meet on the year was accepted.

LELAND MILES

Hanover College

Fall NECEA Meeting

The fall meeting of the New England CEA will be held at Em-erson College, 130 Beacon St. (cor-ner Berkeley), Boston, on Saturday, Oct. 27

All teachers of English and allied subjects (including speech, oral interpretation, and dramatics, as well as American literature) are cordially invited to attend. Membership in the national CEA is not a requisite. Payment of a fee of \$1.00, at the time of registra-tion, makes one a member of the NECEA for the current year.

Under the general chairmanship of regional CEA president Alan McGee (Mount Holyoke), a very at-tractive program is fast taking shape Louis Lyons, Curator of the Nieman Foundation at Harvard, will discuss the topic of "The Eng-lish teacher and the Public Press." Ellsworth Barnard, past president of the NYCEA and author of a forthcoming Macmillan book on Edwin Arlington Robinson, will discuss the teaching of the poetry of Robinson.

Richard Eberhardt, whose col-lected poems are now in the public eye, will discuss the values, for the appreciation of literature, in the oral interpretation of poetry.

C. L. Barber (Amherst), who C. L. Barber (Amherst), who was to have given a paper on the teaching of Joyce's *Ulysses*, at the Mt. Holyoke meeting of the NE CEA last spring, but whose illness prevented this, will take up the discussion where William G. O'Donnell, (U. of Mass.), Elizabeth Drew (Smith), and Howard Nemerov left it.

The program likewise provides for the discussion of the passing of English A from the scene at Harvard and its absorption into the newly adopted curriculum in general education. Dr. Harold C. Martin, director of this curriculum will speak.

Merrill Moore will speak on the modern sonnet. Milton Hindus (Brandeis) will lead a discussion group on the significance of Mar-cel Proust for the English teacher. Carvel Collins will talk on William Faulkner.

Present at the planning conference for the meeting were: Dean Jonathan W. French, Jr., acting

president of Emerson College; liam S. Knickerbocker, Ruth So liam S. Knickerbocker, Ruth Sou wick Maxfield, Horace Reyno W. David Crockett, John Eichr Harold R. Keller (dean of admistration)—all of Emerson; Alan McGee (Mount Holyok president NECEA; Osborne Earlier Colthera (II of March 1998). vice-president NECEA; and me well H. Goldberg (U. of Mas national executive secretary, lege English Association. John ardi (Harvard) is assisting committee on program. Other CEA officers are: Howard Bartl MIT, secretary-treasurer, Non-Holmes Pearson, Yale, vice-pr

member who will rem nameless writes:

nameless writes:

The recent series of letters the plight of the English tead seeking a livelihood has my wlooking forward to succeeding sues of the CRITIC. Ellswords Barnard's letter shows that so of the old timers are also involved by wife remembers him became we wrote him when he was Chaman at Alfred University, He fered me an Asst. Professorship \$3000 and told me that in the \$3000 and told me that in t could live on But I have a wife and two dren. I refused. Need I say I sorry? Anchora speme.

Professorships in German Two vacancies (to be fille Two vacancies (to be fille immediately), professorship in American literature (migh include American Civilization) at noted German universitie for one year or more. Ver good salary. Lecturing to done in English, Speakin knowledge of German desirablut not required Concurrent but not required. Concurre research not expected; y scholars of established reput tion sought. Applicants should send credentials at once to A bert Madeira, director Bureau of Appointments, O Chapel, University of Mass chusetts, Amherst, Mass. Pre ent travel mobility essential.

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